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Abstract

Curriculum needs of Navajc Indian children are identified. The listings were develcped by ccmmittees throcugh the Bureau of Indian Affairs. School curriculum needs are indicated fcr the following areas: art, guidance, health, language arts, mathematics, music, science, and nature of the learner's adult sccicty. The creative growth and infcrmaticnal needs of the individual child are stressed. Grade levels are cited where applicable and some brief evaluations are given. Suggested materials related to the various areas are listed. (SW)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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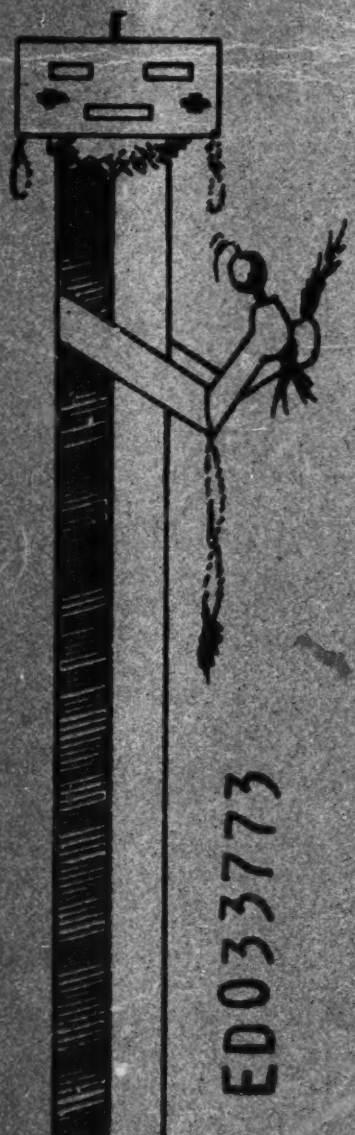

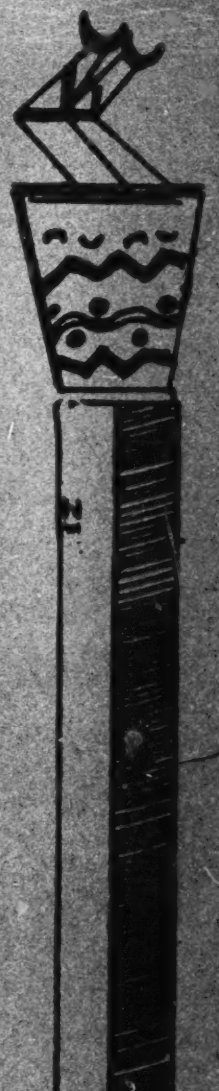

CURRICULUM NEEDS OF NAVAJO PUPILS

1969

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ART

RATIONALE

To develop creative growth in Navajo children, the art program should provide day-by-day experiences that have significance to the child and upon which he can draw for spontaneous expression. These experiences should add to the power of expression, to social adjustment within the group, and to those motor responses related to creativity within child art. These experiences should be successful experiences that a child can manage without strain or tension. Stress should be placed on the natural enthusiasm for life which is a normal characteristic of growing, active children.

The members of the art committee have exerted their efforts in this direction and it is from this base that the recommendations in this report stem.

TWENTY-EIGHT NEEDS OF NAVAJO CHILDREN IN ART EDUCATION

Note: This list of needs has not been changed in content but rearranged to show relationships. Also, the numbers were removed so that there would be no suggestion of an order of priority.

The Navajo Child Needs:

To experience the creative act.

To develop the courage to stand alone with a degree of confidence.

To be motivated to respond to an activity and not left to develop his own motivation.

To be shown what can be done, before being expected to begin experimentation without introduction.

To recognize beauty in man-made objects.

To recognize intrinsic beauty in nature.

To realize that art is an individual process and not limited to the ideas of someone else.

To be aware that art is a form of self-expression.

To realize that he is a child and isn't expected to meet adult standards.

To realize his ability to preceive objects is valuable for art.

To not be fooled into thinking he has artistic talent just because he's an Indian. (He may be skillful but not necessarily creative.)

To be guided in evaluating his own art.

To be able to discuss his art from a personal as well as an artistic viewpoint.

To know that his art interest doesn't need to end with school or formal instructions.

To know that art is far more than copying.

To know that art is not only drawing; nor is drawing (copying) art.

To know that art forms are not stereotype.

To express himself through many art forms.

To know that the design in the Navajo rug is art.

To see sculpture as art.

To become acquainted with the role of the artist (commercial).

To know that art can be useful as well as decorative.

To feel the satisfaction of interaction with media.

To learn how to take care of art supplies.

To know that art materials are not necessarily expensive.

To know where, besides the classroom, art materials can be obtained.

To see his work displayed non-competitively in the lower elementary grades.

To display his work in competitive as well as non-competitive situations in the upper elementary grades.

RESULTS OF COMMUNITY SURVEY RELATIVE TO THE EFFORTS OF THE NAVAJO AREA ART CURRICULUM COMMITTEE

An evaluative criteria and a copy of the committee's final report of the FY-1967-68 was given to:

1. Navajo parents of B.I.A. and public schools;
2. Teachers and administrators of B.I.A., mission, and public schools;
3. Navajo parents in the Mamas and Papas program,
4. University instructors of Art and Cross-cultural Teaching (University of New Mexico and Xavier University of Louisiana); and
5. Art teachers in public schools.

Twenty-three survey forms were received at this writing. The committee was unable to meet and consider the results of the survey or to determine what effect it might have on future directions of the committee. Other forms are expected to come in later this year and possibily a closer look at the results of this survey might be a good starting point for next year.

Criterion
1 (a) In your opinion, do you feel that the needs as outlined are indeed needs of the Navajo child?

RESPONSE: Twenty-two evaluators responded in the affirmative, however, 15 qualified their response with - they are also needs of any child. One evaluator offered no comment.

Criterion
1 (b) Do you feel that some of the needs outlined are more critical than others? If so, please list them.

Note: The number in parenthesis indicates the number responses.

RESPONSES: The Navajo child needs:

(7) To experience the creative act.
(5) To feel the satisfaction of interaction with media.
(8) To develop the courage to stand alone with a degree of confidence.
(5) To be motivated to respond to an activity and not left to develop his own motivation.
(4) To not be fooled into thinking he has artistic talent just because he is an Indian.
(8) To realize that art is an individual process and not limited to the ideas of someone else.
(6) To express himself through many art forms.
(7) To know that art is not only drawing; nor is drawing (copying) art.
(4) To know that the design in the Navajo rug is art.

(4) Guidance in evaluating his own art.
(5) To be aware that art is a form of self expression.
(5) To know that his art interest doesn't need to end with school or formal instructions.
(5) To recognize beauty in man-made objects.
(4) To recognize intrinstic beauty in nature.

The remaining needs each received one or two checks.

Criterion
1 (c) Do you feel that any of the stated needs are not necessarily unique needs of the Navajo child?

RESPONSE: All of the evaluators responding to this question felt that these needs are needs of all children and are not necessarily unique to the Navajo.

Criterion
1 (d) Do you feel there are additional needs that might have been omitted? If so, please list them.

RESPONSES: The following were offered as additional needs:

1. The child may produce more effective results if throughout his schooling, beginning with the initial grades, he was exposed to more of the fundamentals of art which contribute to good design.
   Content is not enough.
2. An environment is necessary where the child can experiment and fail without fear of negative repercussions from his peers or the adults around him.
3. Art can be an intellectual as well as an emotional process.
4. Art can be used to show inner feeling. Art does not need to tell a story.
5. To acquaint the children with the various styles in art history, including comtempory styles.
6. In drawing, practice in larger, looser, more relaxed style.
7. The child should be made familiar with the traditional roles the arts play in the Navajo culture.
8. The student should be made aware that art is not a cognitive activity but an affective and psychomotor one.

Criterion
1 (e) To what extent do you feel the efforts of this committee has surveyed the needs of the Navajo child?

RESPONSE: All responses were favorable.

Criterion
1 (f) Can you suggest methods for additional evaluation of the needs as outlined?

RESPONSES:

1. A self evaluating questionnaire distributed to those involved in teaching art.
2. A teacher workshop designed to give the teacher the experience of participating as a problem solver without the answers packaged in a kit or pattern, may help those who have little background in producing more original work. This might help the teacher to detect what a child goes through in being creative.
3. Capture someone who is an advocate of the philosophy of art education--including its psychological, sociological, and anthropological implications--and in some manner make his philosophy available to educators of Navajo children.
4. Rather than evaluating, I feel an art committee should search for ways of getting art on the weekly schedule.
5. Testing against the best national norms as evidenced in sound curricula now in use.

Criterion
2 Do you feel that art is receiving adequate attention in the education of the Navajo child? Do you feel it deserves more or less attention?

RESPONSE: Generally all evaluators responding felt it deserves more attention. One evaluator stated: "Not more attention; a different kind of attention".

Criterion
3 Would you like to attend a meeting of the Area Curriculum Committee?

RESPONSE: Eleven affirmative
Five negative
Seven - no reply

Criterion
4 To what extent do you feel the parents could play in the total school art program?

RESPONSE:
1. They could demonstrate local art styles, which the children most likely are familiar with.
2. As encouragement to students.
3. As speakers and demonstrators.
4. If given the opportunity to view art displays at the school, they may be of more encouragement to the children at home.

GUIDANCE

The Navajo child needs:

I. To develop and maintain pride in his own culture and a respect, understanding, and appreciation of other cultures, through:

   A. Developing an awareness that his culture is not to be forceably taken from him; but that he needs to have some understanding of.

   B. Learning to accept and respect himself as a person and as a product of his culture.

   C. Building up his self-confidence so that he feels adequate to meet life's challenges and problems, in a multicultural environment.

   D. Understanding that every man is free to rise as high as he is able and willing.

   E. Participating in developing a school code of conduct based on democratic values.

   F. Helping plan and develop extra-curricula activities which are related to his culture. (Having leave time to attend Tribal functions and ceremonies, both public and private)

II. Assistance and direction in developing self-reliance and the success-modification of his self-image, so that he:

   A. Has a sense of belonging to the group.

   B. Learns that he is a capable person and is a contributing member to society.

   C. Realizes that he has certain responsibilities as a person.

   D. Learns to accept and respect himself as a person and as a product of his culture.

   E. Builds up his self-confidence so that he feels adequate to meet life's challenges and problems.

   F. Reinforces and extends his concepts of self gained at previous levels of development so that he may understand his potentials to achieve.

   G. Has an opportunity to apply knowledge and skills to extend his self-confidence in making decisions.

H. Establishes a realistic method of appraisal of his limitations and assets.

I. Accepts his assets and limitations.

J. Approaches a self-concept which will allow him to take his place in the adult society.

III. Opportunities to experiment with and exercise choice in making decisions, to accept the consequences, and still retain a feeling of belonging, through:

A. Having many opportunities to make choices and being encouraged to do so.

B. Cooperating with the group in developing standards for behavior.

C. Helping to plan for and to carry-out his share of routine school tasks.

D. Having the opportunity to work independently and being presented with alternative situations from which he may make a choice.

E. Joining group activities in developing and improving acceptable work standards.

F. Extending his ability to make choices when confronted by several alternatives and following through to a logical conclusion.

G. Exploring his future high school program and identifying major occupational fields.

H. Exploring new fields of endeavor; and facing and making many new choices.

I. Improving the quality of his choices with maturity and through a growing awareness of his values, and those of other cultures with which he comes in contact.

J. Making his choices with an increasing awareness of socially acceptable values of his culture and other cultures with which he comes in contact.

K. Making choices on the basis of some adult influence and with an awareness of adult values.

IV. Opportunities to assume his share of responsibility and to follow through to a satisfactory conclusion, through:

A. Learning to join the group in establishing and carrying out simple responsibilities.

B. Beginning to recognize what belongs to him and what belongs to others.

C. Taking increased interest in care of personal needs; learning the proper use of materials.

D. Initiating actions to help new pupils and visitors feel welcome.

E. Learning to show the proper respect for property.

F. Assuming some personal responsibility in completing work tasks promptly and in cooperating with others in work and play; showing a growing respect for property.

G. Accepting increased responsibility for performing and completing duties in and around the school; being taught respect for public and private property.

H. Learning to do well each piece of work for which he is responsible; assuming responsibility for care of school and individual property.

I. Developing an awareness of the costs of materials, equipment and other furnishings.

J. Taking increased responsibility to meet standards of good citizenship set up by students and school and extending his respect for care and maintenance of equipment and property.

K. Planning with adult aide, and carrying to conclusion, work that extends over several days or weeks and knowing why he should respect the property rights of others.

L. Moving from close supervision with a minimum of responsibility to a position of greater individual responsibility and much less supervision, and developing an awareness of the social and moral responsibilities towards property and the rights of others and applying this knowledge.

V. Experiences necessary to help him develop a feeling of social adequacy in any situation, so that he:

A. Increases his learning of social graces.

B. Learns to work and play in a socially acceptable manner.

C. Shows improvement in neatness, orderliness, and courtesy.

D. Learns to respect the privacy of those who are resting, eating, talking, or are otherwise occupied.

E. Understands he must repay what he borrows or return what he borrows in good condition.

F. Discovers and applies ways of working congenially with others.

G. Cooperates in the creation of an atmosphere whereby pupils may learn to assume leadership and responsibility with minimum supervision.

H. Understands the meaning of competition and its effect on success.

I. Becomes acquainted with more groups, establishes a close relationship with a few friends, and identifies with the group as a whole.

J. Develops an increasing interest in heterosexual relationships and socially acceptable behavior.

K. Increases knowledge of acceptable behavior in regards to social manners and etiquette.

L. Approaches adulthood with maturity in social graces.

VI. To utilize opportunities for learning wise management of his time and money in a satisfactory manner, so that he:

A. Learns that there are time schedules for work, play, eating, and resting.

B. Develops an awareness of uses of money.

C. Increases his knowledge of the wise use of money.

D. Works and plays, with minimum supervision.

E. Develops an awareness of the limitation of spending money.

F. Learns that rewards can result from successful accomplishments.

G. Realizes the value of saving money in order to meet future needs and increases knowledge of personal items which may be bought in places other than the trading post.

H. Is taught the importance of planning and budgeting his time.

I. Learns to budget his money and makes use of the school bank.

J. Develops within himself an awareness of the importance of wise decisions relating to the use of time and leisure.

K. Continues to broaden his scope of consumer knowledge and economic processes.

L. Learns to adhere to a balanced schedule and extends his knowledge of budgeting.

M. Learns to budget his own money and uses his own initiative to earn money.

N. Moves from a highly structured situation to a more loosely structured situation and assumes most of the responsibility for his schedule and deadlines.

VII. Assistance in realizing his personal assets and liabilities and the appropriate career opportunities available, so that he:

A. Feels pride in tasks well done.

B. Learns to respect the accomplishments of others.

C. Develops an awareness of other peoples' livelihoods.

D. Differentiates among the livelihoods of others.

E. Realizes the value of education as a stepping stone to a career.

F. Realizes the relationship between education and a career.

G. Explores career fields and aspirations.

H. Realizes that with an understanding of his assets and liabilities a person can work to achieve his goals.

I. Does preliminary exploration in the areas of high school and post-high school choices, both educational and vocational.

J. Through testing, counseling, and experience, defines one or two broad areas of post-high school interest.

VIII. Opportunities to develop sound physical and mental health through:

A. Developing proper personal grooming habits.

B. Assuming responsibility in personal hygiene.

C. Realizing the importance of personal hygiene; inter-relating with his peer group.

D. Learning to differentiate the physiological and sociological differences between the sexes.

E. Extending understanding of self as a male or female with proper differentiation of roles.

F. Having some understanding of the nature and consequences of communicable diseases.

G. Developing a wholesome attitude toward marriage and family relationship.

H. Assuming responsibility for his physical self and beginning to develop more adult relationships with those around him.

I. Developing an awareness of personal grooming with regard to the way others see him.

J. Recognizing and seeking to solve personal problems.

K. Solving on his own and learning to live with personal problems.

L. Establishing a positive perspective and more mature attitude toward adult responsibilities he must eventually assume.

IX. To develop communication skills by utilizing the many possibilities in homeliving for growth in productive use of acceptable English and/or Navajo, through:

A. Being instructed and communicated with in English with a Navajo follow-up when necessary.

B. Understanding the importance of English and Navajo.

C. Showing ability to use both English and Navajo in simple situations.

D. Voluntarily using English in conversation.

E. Developing a command of the English language which will allow him to function more comfortably in an English speaking society, while retaining his knowledge of and ability to speak his native language.

X. The involvement of his parents and community in the guidance program, through:

A. School involvement in community affairs.

B. Parental involvement in the over-all school program.

XI. Year around complete and effective health care with follow-up for specific needs, so that he:

A. Recognizes and defines his problem.

B. Seeks appropriate professional services required.

C. Seeks follow-up care and evaluation.

HEALTH

The Navajo child needs to:

Take daily personal care of his teeth.

Develop an appreciation of the need for dental services.

Understand the causes of tooth decay.

Understand reasons for visual problems - those which are:
- Inherited
- Developed or acquired

Understand the results of the use of common wash basins, wash cloths, towels, and soap.

Understand methods of clea n ing eyes.

Be knowledgeable of personal care of eyeglasses; understand reasons for wearing only prescribed lenses for own defects.

Understand the cause of loss of hearing.

Be knowledgeable of possible corrective measures and care to conserve hearing.

Know care of the genital organs.

Know proper care of the feet.

Learn how to prevent skin diseases and infestations.

Learn treatment and care of infections.

Learn why certain types of clothing are worn according to weather conditions.

Recognize the importance of:
- Medical treatment and when to receive it.
- Medical services and agencies which are available and how to use them.
- Following the doctor's instructions and return visits.

Develop an appreciation for:
- Medical help throughout life.
- The use of available services and agencies.

Learn about medical expenses.

Know about common childhood diseases and their possible side effects.

Develop an understanding and tolerance of:

- Physical deficiencies.
- Limitations in other students.
- Mental disorders.

Have a basic and well-balanced physical education program composed of physical fitness, recreation and health activities which will help him to:

- Learn the basic physical skills first.
- Learn the basic fundamentals of all group and individual recreational activities.
- Appreciate a physical education program.
- Appreciate social and recreational activities as a vital part of his life.
- Develop all of his body components.
- Develop mental and physical coordination.
- Develop a basic understanding of various activities.
- Learn the value of participation and develop a competitive attitude toward activities.
- Develop an understanding of sportsmanship.

Develop a positive attitude toward safety in all aspects of the physical education program including the:

- Safe use of outdoor and indoor equipment.
- Hazards involved in using any equipment improperly.
- Importance of reporting defective materials and equipment.

Develop and maintain a healthy mental attitude.

Understand the negative effects and results of smoking and of the non-medical use of alcohol and drugs.

Recognize hazards that exist around his home and community.

Develop a sense of responsibility for self and others in regard to safety regarding:

- Fire.
- Storage of dangerous liquids.
- Water.
- Dangerous or infected animals.

Have a family life program taught in a structured form.

Topics and Levels of Discussion:

1. The Family
2. Good health practices.
3. Growth of plant and animals.
4. Physiological changes.
5. Reproduction of plants and animals.
6. General courtesies to the opposite sex.
7. Reinforcement of physiological changes.
8. Dating.
9. Alcholism and smoking.

10. Venereal disease.
11. Homosexuality.
12. Human reproduction (reinforced)
13. Contraceptives.
14. Venereal diseases (reinforced)
15. Marriage preparation.
16. Preparation for parenthood.

LISTENING NEEDS OF THE NAVAJO CHILD

The Navajo child needs to:

	Primary	Intermediate	Junior High
1. Acceptable courteous attitudes toward listening.	1. Look at the speaker while listening in situations where English is being used.	1. Display an attitude of interest and to react courteously in situations where English is being used.	Practices
	2. Learn how to display an attitude of interest.	Extended	Practices
	3. Know that listening is basic to all learning.	Extended	Extended
	4. React positively to correction and critical evaluation.	Extended	Extended
	5. Develop mannerly ways of listening in conversational situations.	Extended	Extended
2. Receptive listening.	1. Identify sounds not in native tongue.		
	2. Discriminate similarities and differences in word sounds. a. Beginning & ending sounds b. Rhyming sounds c. Root & word forms d. Differences in the breathed and breathless beginnings.		
	3. Form and comprehend sensory images while listening.	Extended	Extended

Con't	Primary	Intermediate	Junior High
3. Vocabulary	1. Learn that sounds are combined to form words which convey meaning.	Extended	Extended
	2. Continually build his vocabulary through various listening activities.	Extended	Extended
4. Associative listening	1. Associate and relate what he hears to experiences he has had.	Extended	Extended
	2. Identify related concepts a. Draw conclusions b. Make inferences ("why")	2. Form opinion concerning what he hears.	Extended
	3. List events sequentially.	3. Listen to detect a non-sequential arrangements of ideas and to put them in sequential order.	Practices
5. Evaluative listening	1. Determine authenticity.	1. Evaluate information and ideas for relevancy and to react to them.	1. Listen to distinguish propaganda from fact.
6. Standards for quality production	1. Be able to determine quality speech in a. Self b. Others (Such as choice of words, pronunciations, descriptive language, and voice quality.)	Extended	Extended
7. Following directions	1. Think and react to simple directions without repetition.	1. Follow multi-step directions.	1. React without repetition of directions.

Con't	Primary	Intermediate	Junior High
8. Interrogative listening	1. Learn to listen for positive and negative questions: Don't you feel well? Navajo response: Yes, I don't. Correct response: No, I don't.	Practices	Practices

SPEAKING NEEDS OF THE NAVAJO CHILD

The Navajo child needs to:

	Primary	Intermediate	Junior High
1. Desire to learn to master English at his ability level.	1. Function in an environment conducive to developing the desire to master English.	1. Understand that a mastery of English is imperative to successful competition in the world of today.	Extended
	2. Produce accurately English sounds and especially those not found in Navajo.	Extended	Practices
	3. Learn the physical mechanics needed to produce English sounds. (technical terms not necessary)	Extended	Extended
	4. Produce final sounds of words accurately.	Practices	Practices
2. Ability to produce English with confidence.	5. Acquire a meaningful and functional vocabulary.	1. Extend his speaking vocabulary, commensurate with his experiences, achievement, and maturity.	Extended
	6. Use acceptable oral speech. a. Appropriate volume for varied situations.	1. Practices	Practices

Con't	Primary	Intermediate	Junior High
	b. Poise and posture c. Courteous English expre ion reflecting understanding of cultural differences.		
	7. Develop vocal qualities appropriate to situation - overcoming natural monotone. a. Intonation b. Rhythm c. Fluency d. Phrasing e. Pronounciation	1. Extended	7. Acquire a mastery of acceptable standard oral speech.
	8. Be able to produce a grammatically correct sentence. a. Descriptive b. Moods of emotion	8. Produce complex sentences including descriptive & those reflecting moods of emotion.	Practices
	9. Speak independently in varied situations.	Practices	Practices
	10. Learn that voluntary oral contributions in English are expected, accepted, and necessary.	10. Volunteer without urging and without delay.	Practices
3. Communicates logically and critically.	1. Be able to relate or retell sequentially: a. Personal experiences b. Simple stories c. Events	1. Extended to include: a. Oral reports b. Author's viewpoints c. Personal opinions d. More complex stories	Practices
	2. Relate information accurately	Extended	Extended
4. Creative speaking needs	1. Feel the freedom of expressing self in own words and style.	Extended	Extended

Con't.	Primary	Intermediate	Junior High
4. Creative speaking needs	2. Be able to manipulate the language by making substitutions, transformations, deletions, and re-orders of learned structures.	Extended	Extended

READING NEEDS OF THE NAVAJO CHILD

The Navajo child needs to:

	Primary	Intermediate	Junior High
1. Aural-oral foundation in English (as a second language) including language skills correlative with reading.	1. Display confidence and accuracy in listening and speaking at his instructional level.	1. Exhibit growth in aural-oral skills.	Practices
2. Basic reading proficiency.	1. Have some emphasis placed on the Language-Experience approach.	Extended	Extended
a. Sight vocabulary	2. Acquire a meaningful sight vocabulary extensively developed through real and vicarious experience.	Extended Use of developed reading vocabulary in oral and written communication.	Extended Practices
b. Word Attack Skills	1. Have a well-structured program in word attack skills.	1. Extend program to include meaning of suffixes, prefixes.	1. Needs to utilize prefixes and suffixes in speech and writing.
	2. Recognize syllables of simple words.	2. Needs to be able to syllabicate and determine accent independently.	Practices
c. Comprehension	1. Have a relevant background built in order to relate to concepts not in own experience.	Extended	Extended

Con't	Primary	Intermediate	Junior High
c. Comprehension	2. Assimilate ideas and concepts from reading into his own background of experience.	Extended	Extended
	3. Separate fact from fantasy.	3. Needs to distinguish fact and fiction.	Extended
	4. Recognize figurative speech.	4. Distinguishes literal and figurative speech.	Extended
	5. Comprehend a. Synonyms b. Antonyms c. Homonyms d. Compound words		
	6. Make simple judgements.	6. Extend to a. Recognize implied meanings. b. Recognize cause and effect. c. React to what is read.	6. Extend to a. Recognize author's point of view & take issue. b. Recognize & comprehend symbolism. c. Select evidence to support hypotheses.
3. Skills a. Oral Reading	1. Read in natural phrases loud enough to be heard by all.	Practices	1. Read clearly & distinctly so all may understand.
	2. Read dialogue with expression.	Practices	Practices
b. Reading rate		b. Learn that reading rate varies depending on purpose.	Extended

Con't	Primary	Intermediate	Junior High
c. Exploratory skills	1. Develop skill in a. Using dictionary b. Using reference materials.	Practices	1. Become aware of and use various source materials including films
d. Follow printed directions.	1. Read and follow directions of one or two simple sentences. 2. Become aware of the importance of following directions carefully a. In taking tests b. Working independently c. Safety	1. Follow directions in narrative form. 2. Continue following directions carefully a. Directions on medicines b. Science experiments c. Previously learned skills and expands	Practices 2. Follow directions in completing forms such as applications, driver's license, form 1040, etc.
e. Independent reading	1. Be able to choose his comfortable independent reading level and personal - interest material.	Extended	Extended

WRITING NEEDS OF THE NAVAJO CHILD

	The Navajo child needs to:		
1. Sequenced program of writing skills.	1. Dictate original thoughts		
2. Writing vocabulary	2. Use: a) Comparison words b) Synonyms c) Descriptive words	2. Use: a) Synonyms & antonyms b) Color words & phrases in sentences c) Idioms	2. Use: a) Mulitiforms of words b) Color and mood words c) Simple figures of speech in writing d) Precise terms

Con't	Primary	Intermediate	Junior High
			2. Con't e) Avoid using cliches and jargon in writing.
3. Sentence Structure	1. Make subjects and verbs agree in sentences. 2. Use correct plural forms of nouns. 3. Learn the word order of a simple sentence in the new language learned.	1. Compose without verb tense changing. 3. Learn the word order of a complex sentence in the new language learned.	3. Needs to learn the word order of the compound sentence in the new language he is learning.
4. Attitude toward writing.	1. Write simple sentences about the world around him.	1. Begin to write prose and poetry under guidance and supervision.	1. Be free and have confidence in writing prose and poetry.

MATHEMATICS

BEGINNER (Needs established 1967-68 school year)

The Navajo child needs to:

1. Develop a concept of cardinal numbers.
   Uses the term set.
   One - to one correspondence.
   Counts from one to ten.
   Recognizes, writes, and understands numerals as symbols for numbers from one to ten.
   Uses Navajo terms for the cardinal numbers.

2. Develop the concept of ordinal numbers through tenth.

3. Identify and know relative value of penny, nickel, dime and quarter.

4. Be able to use terms of measurement: all, many, more, greater than, less than, none, little, big, large, small, short, tall, long, less, same as, first, and last.

5. Be introduced to geometric forms.

6. Have some experience with measurement.

7. Become acquainted with time: days of the week, age, time for school, recess, and lunch.

EVALUATION (1968-69 school year)

Should be a continuation of the kindergarten program with repetition.
Continuous reinforcement of vocabulary or terminology.
Use of terms in various contexts.
Might include a lot, a little, and a few.
Include months in number 7.
Navajo helpful in explaining concepts.
Number 6 needs to be more specific.
New text needed.
Some say goals don't offer enough; some say they're too much!
In number 5 specify forms.

FIRST GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Develop concepts of ordinal numbers through tenth.

2. Use sets to develop the concept of numbers and numerals.

3. Relate operations with sets to addition and subtraction.

4. Readily recall sums and differences of combinations through 10.

5. Understand the set of whole numbers through 100.

6. Understand place value of two place numerals.

7. Recognize zero as a place holder.

8. Recognize the coins and make change for nickels and dimes.

9. Solve simple number problems that develop from everyday experiences.

10. Continue study of geometry and applicable vocabulary for this level.

11. Understand concept of fractions.
    Show fractional parts of sets and regions.

12. Measure:
    Tell time by the hour.
    Use cups, handfuls, and spoonfuls.
    Use ruler and yardstick.

EVALUATION (1968-69 school year)

Measurement slighted.
Fractions and geometry not covered in the book.
Difficulty with terminology "greater than" and "less than".
Navajo helpful in explaining concepts.
Money should not be covered at this level.
Need for good unit on money and time.
Need for manipulative devices.
Addition presented vertically and horizonally.
Use of open sentences. (5=D=7)
Number 10 needs to be more specific.
Relationship symbols.
Number 4 could possibly be extended to 18.
Scott Foresman doesn't cover material as it should be covered.
There is a feeling that it would be advantageous to look into a new series. (I'll second that one!)

SECOND GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Understand the commutative, associative, and zero properties of addition.

2. Count by 2's, 5's, 10's and 25's.

3. Make change for a quarter.

4. Understand counting 1 - 1000; develop understanding of expanded numbers to include three place numbers.

5. Recall addition combinations through sums of twenty. Extend skill in addition to include two digit numbers not involving regrouping.

6. Realize the relationship between addition and subtraction.

7. Use relationship symbols and vocabulary for greater than, less than, and equal to.

8. Use number sentences including open sentences.

9. Solve one step story problems with or without numbers.

10. Divide materials and objects into halves, thirds, and fourths and discuss these fractions orally. Learn to show 2/2, 2/3, 3/3, 2/4, 3/4, 4/4.

11. Learn names of geometric forms.

EVALUATION (1968-69 School year)

Nothing on measurement.
Fractions not covered.
Measurement - time to the half hour.
Should three be a higher amount?
Measurement - capacity - pint, quart,
length - inches and feet.
Knows difference between odd and even numbers.
Scott Foresman does not offer enough practice activities in developing a concept.
Subtracts two digit numerals.
Scott Foresman too easy; not enough challenge.
Move number 2 to the first grade. (I would ask why do they need it in the first grade?)

THIRD GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Recall automatically the addition facts.

2. Extend skills in addition and subtraction to include two and three digit numerals with and without regrouping.
Adds columns of three and four numbers.
Adds and subtracts examples with dollars and cents.

3. Read and write numerals through ten thousands.

4. Expand four digit numerals. (4563=4000 + 500 = 60 + 3)

5. Round numbers to the nearest 10 and 100.

6. Extend concept of ordinal numbers to include multiples of 10.

7. Make change for a dollar.

8. Learn products of factors to 81.
   Relate multiplication to division.
   Learn related facts. 3 x 1 = 3, 3 x 10 = 30, 3 x 100 = 300
   3 x 4 = 12, 3 x 40 = 120, 3 x 400 = 1200

9. Use symbols of unit fractions through eighths.

10. Solve one step problems involving addition and subtraction, using a variety of place holders in writing the mathematical sentence.

11. Tell time to the nearest minute interval.

12. Recognize and learn to use standard measures: inch, foot, yard, pint, cup, quart, dozen and pound.

13. Recognize commonly used postage stamps and knows when to use each.

14. Continue development of the concepts related to geometry.

EVALUATION (1968-69 school year)

Development of fractions not being emphasized.
Rounding numbers and expanding numbers not being emphasized. (Teachers at this level don't always realize the need for teaching these concepts)
Most of the material would be taught by this level if another series were used.
Materials lacking and new text needed.
More emphasis on measurement.
Scott Foresman holds the children back at this level because of the organization of the text.

FOURTH GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Extend knowledge of place value.
   a. Understand, read, and write numerals through one million.
   b. Round numbers to the nearest tens and hundreds and estimate answers in the four operations.
   c. Use expanded numerals in learning to find products and quotients.
   d. Become acquainted with other number systems. (Roman, Egyptian, and Babylonian.)

2. Add and subtract four digit numerals involving regrouping. (Exercises should include examples with money.)

3. Understand the distributive property of multiplication over addition.

4. Multiply two digit numerals by one and two digit multipliers.

5. Divide two and three digit numerals by one and two place divisors.

6. Find the least common multiple of two numbers.
   Set of multiples of 3 (3,6,9,12)
   Set of multiples of 4 (4,8,12,16)

7. Understand the terminology of fractions: numberator, denominator, fraction bar, mixed numerals, proper and improper fractions, like and unlike, and equivalent fractions.

8. Add and subtract like fractions.

9. Solve one and two step story problems with or without numerals. Learn to produce and solve his own story problems.

10. Measurement: Tell time to nearest minute. Read and write time. Know the months have different lengths. Use inches, feet, and yards. Change measures to larger and smaller units. (In length, weight, and liquid measurements.) Use ounces and pounds. Use cup, pint, quart and gallon.

11. Geometry: Recognize parallel and intersecting lines. Develop concept of angles as formed by intersecting lines. Recognize polygons or closed curves formed by intersecting lines.

EVALUATION (1968-69 school year)

Can 6,7,8,5, and 11 be covered in the school year ?
Delete 1 d. Add. Other bases (2, 5) Reads graphs.
Teach millions? Measure to 1/2 inch and 1/2 foot.
Introduce 7 in third grade. (Not necessary at that level. My notes.)K.M.
Ib Irrelevant and unnecessary! I disagree strongly! K.M.
Fractions need not be introduced. (Ditto) K.M.
Goals unrealistic for level unless aimed at top 10%. Better to stick to four basic operations. (They can be accomplished with proper attitude and motivation on the part of the teacher. Shouldn't underestimate. K.M.

FIFTH GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Continue to develop understanding of base 10 system.
   Become acquainted with base 5.
   Round numbers to the nearest 1,000 and 10,000.

Know difference between prime and composite numbers in set of 1 - 100.
Extend base 10 system to include decimal fractions; tenths and hundredths.

2. Understand properties of: identity, commutativity, associativity, distributive properties of multiplication over addition and division over addition.

3. Extend skills in addition to include 4 and 5 place numbers.

4. Extend skills in subtraction to include interval zeros in minuend.

5. Multiply two and three digit numerals by one, two, and three place multipliers.

6. Divide four and five place dividends by two digit divisors.

7. Add and subtract decimal fractions of tenths and hundredths.

8. Understand greatest common factor and least common multiple.
   G.C.F. of 32 and 48 is 16.
   L.C.M. of 7 and 3 is 21.

9. Redevelop and extend fraction concepts.
   Rename fractions to show sets of equivalent fractions.
   Write improper fractions as mixed numbers and vice versa.
   Recognize that one has an infinite number of names.
   2/2, 5/5, 9/9, 21/21, 643/643

10. Add and subtract fractional numbers.
    Whole numbers and fractional numbers.
    Two or more fractional numbers.
    Fractions and mixed numbers.

11. Multiply: Whole numbers by fractions, fractions by fractions, and fractions by whole numbers.

12. Use rate and comparison in problem solving.

13. Measurement: Use fractions of inch, foot, and yard. Use miles. Use square inches, feet and yeards. Find perimeter and area of rectangles.
    Tell time to the nearest second.
    Use hundred weight and ton in problems.

14. Geometry: Recognize closed surfaces, cones, cylinders, spheres, cubes, prisms, and pyramids.

15. Compute averages.

16. Read graphs. Solve problems using graphs.

17. Work with money. Count coins, make change, make catalog orders.

EVALUATION (1968-69 school year)

Number 17 Money - make change for a dollar.
Suggests reserving objectives 6, 7, 8, 11, 12, 14, and 16 for a later grade.
Goals to idealistic for fifth; not ready for the material.
Text not fit.

SIXTH GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Extend development of base ten system.
   Become acquainted with other base systems.
   Understand decimal fractions through thousandths.

2. Reinforce and extend fractional concepts learned in fifth grade.
   Extend multiplication of fractions to include mixed numerals..
   Understand division of fractions. (Exercises should include fractions by whole numbers, mixed numbers by fractions, and mixed numbers by mixed numbers..)

3. Add and subtract decimal fractions of tenths, hundredths, thousandths.

4. Multiply decimal fractions.
   Whole numbers by tenths, whole numbers by hundredths, tenths by tenths, and tenths by hundredths.

5. Extend problem-solving ability using ratios to show rate and comparison.

6. Compute with numerals for mixed measures.

$$\begin{array}{r} 41 \text{ lb. } 9 \text{ oz.} \\ +\ 7 \text{ lb. } 8 \text{ oz.} \\ \hline \end{array}$$

7. Find perimeter and area of rectangles.

8. Understand that per cents are other names for fractions and decimals. (That they are all rational numbers.)

9. Geometry: Recognize the properties of plane and solid figures.
   Measure angles with a protractor.

10. Construct graphs.

EVALUATION (1968-69 school year)

Quite alot!
Learns multiplication and division of fractions at this level.
Should include circumference and area of circles. (Now with 8th.)

SEVENTH GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Understand the base ten system.
   Understand powers and exponents.
   Understand closure in the set of whole numbers.
   Understand intigers.
   Study other base systems.

2. Understand relationship of fraction, decimal fractions and per cent.
   Learn fractional equivalents of commonly used per cents.

3. Use decimal fractions in the four operations.

4. Extend oral and written problem solving ability to include common fraction, decimal fraction, and per cent.

5. Extend problem solving ability in rate and comparison examples.
   Use ratio and proportion in solving problems.

6. Gather information on the functions and services of a commercial bank.

7. Learn about money orders.

8. Develop concept of volume.

9. Compute the volume of rectangular prisms.

10. Learn to use the compass in constructing geometric figures.

11. Interpret and construct line graphs, bar graphs, and pictographs.

EVALUATION (1968-69 school year)

Include in number 10... and label the measurement in standard form.
Area should be covered.
Becomes familiar with circle graph and statistical tables.
Learns about checking accounts and writes checks.

EIGHTH GRADE (Needs established 1967-68 school year)

The Navajo child needs to:

1. Understand the concepts of the base ten system taught at other levels.
   Work with other base systems.
   Express numbers in a variety of number systems.
   Use operations in base 5.

2. Understand positive and negative numbers.
   Add and subtract intigers.

3. Find the square root.

4. Solve problems involving simple interest.

5. Understand and use the metric system of measurement. (linear)

6. Redevelop and extend properties of the operations.

7. Find the area of parallelograms and trapezoids.

8. Find the circumference and area of a circle.

9. Find the surface area and volume of a sphere.

10. Extend ability to work with simple and complex equations involving one unknown.

11. Redevelop and extend ability to work with ratio and proportion.

12. Become familiar with circle graphs and statistical tables.

13. Understand relationship of fractions, decimals, and per cent.

14. Compute state sales tax.

EVALUATION (1968-69 school year)

In number one extend operations in many other bases.
Number 3 not practical.
Find volume.
If number 7 is to be taught at this level then the child must first learn to find the area of a triangle. Not included in goals.
Number 13 relates one to the other.
Construct circle graphs. Move 12 to a lower grade.

MUSIC NEEDS OF NAVAJO CHILD

By Music Committee 1969

Because music is a universal language, and children are naturally imitative, the Navajo child has no unique musical needs. He has needs that can be met by any adequate music program.

The above statement is the result of talks with The Abbey Singers, The Dorian Quintet, the violinist, the mission people, and teachers in the public schools. The music program should be aimed at General Classroom Music.

Many administrators want showpieces, but what the children need is background. Why spend hours teaching 30 children how to play America at the expense of the rest of the students?

Because of this, the committee felt there was little need for changing the previous year's list of Needs. It seems to cover the parts which need greater stress due to the Navajo children's lack of music experiences.

Music

I. To provide for release of tension and emotion, Navajo children have:

A. A need for non-competitive music activities which afford pupils an opportunity to release tension and emotion through active participation in small ensembles, with less emphasis on the finished product than in a formal chorus-band environment.

B. A need to listen to music for relaxation and release of tension in an almost theraputic environment. It would not necessarily be necessary that the student understand what he hears. This is a particularly important need on behalf of the younger student both as a beneficial introduction to music and as a means of response to abstract stimulus.

C. At lower levels, a need for musical games and activities centered solely on rhythmic movement and release of pent up energy. On the upper levels, social dancing can build a sense of rhythm associated with music.

II. To provide a means of self-expression, Navajo children have the same needs:

A. As above with the addition of organized instrumental-choral activities designed to bring about a finished product in order to afford the student artistic self-expression as well as spontaneous self-expression. In addition, they need musical activities centered on soles and small ensembles-both "art" and "popular" centered so that they can feel that the music that they perform is personal to them, and that the way they perform is intrinsic to them.

III. To develop a healthy integrated personality, the student needs musical activities which will allow him to see the importance of music to him and to people. The use of projects which examine the several uses of music in the fields of entertainment, medicine, industry and other areas can help the student find for himself a place for music in his life.

IV. To provide the opportunity for creative growth, the student needs activities which will instill in him a realization of and a sense of creativity: analytic listening, projects involving construction of instruments, actvities which envolve learning of musical form, etc. The student needs to realize that music is a creative art which occurs on many levels of creation-from the folk-type to the fine arts.

V. To grow in the ability to enjoy music for what it is, Navajo children have:

A. A need for training in the several types of music from a historical sense is needed for the student to understand how music got from where it began to where it now is.

B. A need for the basics of musical theory or what is meant by the symbols of written music and what prompts us to write them in that way nctes, markings and other signs of written music, as well as the ability to listen intelligently for melodies and other audible music phenomenon.

C. A need for the student to understand the forms of music at whatever level he is able to present in order for him to better understand what he hears and thus enjoy music intelligently as well as emotionally.

VI. To provide a variety of experiences to give the child a better command of his expressive actions:

A. The younger child needs to learn the meaning of expression in terms of bodily actions, mental-emotional response to music, and an understanding of the nature of musical expression.

B. There is a need for choruses, bands, rhythm bands, ensembles and other activities in which the student can physically and mentally participate in order to allow for musical expression in terms of response action towards a finished product on the part of the student.

VII. To provide him an opportunity to understand the artistic and creative part of his human nature:

A. The student needs to understand the compelling force which causes man to create, particularly in the area of music. A systematic study of great composers in instrumental in reaching this need.

B. The student needs to develop an understanding of such important concepts as: creation, art, inspiration and others associated with the Fine Arts. This can be done with comparative listening, observation, reports, discussions and the like.

VIII. To provide successful experiences that a child can manage without strain or tension, a need is evident for social singing in groups for recreational purposes. Such activities should afford as much accomplishment and participation at as little amount of strain and tension as possible. The stress is on the activity and not the product.

IX. To provide the daily practice toward a desired goal, the student needs the development of self-discipline which can be brought about by group or private rehearsal in a musical area, in an environment which demands that he reach a goal, whether in individual attainment as with a musical instrument, or as a responsible member of a larger group, realizing that he is responsible to the group for the success of that group, as are all the other members of the group.

X. To provide experiences that will add to the social adjustment within a group, a need is evident for group musical activities which will allow the individual to assess his responsibility to the group and his relationship to others in the same group.

XI. To provide the tools for value judgement, the student needs a comprehensive music study program designed to make of him a good listener, an intelligent participant, and a constructive critic of all musical art forms from the lowest to the highest.

1. This would require definite study programs such as:

   a. Forms and styles.
   b. Historical understanding of musical trends.
   c. An elementary knowledge of written music.
   d. A basic understanding of what is germain to the concept artistic, "Classic", and other ideas which are used to denote artistic quality.

The purpose of the above is to allow the student, when equipped with the tools to do so, to be intelligently discriminating in his choice of personal music, for pleasure or for study.

XII. Specific needs in singing:

A. Culturally, the Navajo child, because of his language and the production of it, sings from his throat. This distorts pure tone and good (ESL) diction. Consequently he needs training in proper tone production in order to properly and effectively sing Western music.

B. Because culturally, the Navajo child in listening to native songs hears mostly perfect intervals - forths and fifths - with very few thirds and sixths and no leading tone, the student, in order to effectively sing music written in Western ethnic tone scales and patterns, will need special emphasis on diathonic scales.

Listening:

A. Due to the Navajo child's isolated environment, he has, in most cases, never been exposed to the universality of music. By this is meant that the music he hears over the radio is not such to give him a complete idea of the many strata and areas of musical endeavor. Due to this unique need, created by a unique situation, it behoves a well balanced music program to expose the student to all forms of music through the medea of classes specifically designed for this and field trips.

Rhythm:

A. Culturally the difference between the structure of Navajo music rhythmically, and that of a Western culture is such that the students, being used to the duple rhythms of the Indian music, have trouble feeling and discriminating some more subtle Western rhythm patterns. It seems necessary, therefore, that special attention to rhythmic exercises both mental and active be paid.

SCIENCE

The Navajo child needs:

1. The ability to use English to express his understanding and application of scientific concepts and processes.

2. To question "Why and how".

3. An extension of his experience base in quantity and quality e.g. field trips.

4. To understand the scientific principles at work, in his "home" culture.

5. To understand that the two cultures can and do complement each other scientifically.

6. Stimulation for early interest in science which comes through meaningful experiences provided by such things as field trips, portable labs, multi-media programs which would include a science film library and many more demonstrations such as NASA.

7. A basic science vocabulary in order to communicate effectively in the modern world.

8. Material presented at his comprehension level. (Science progress instrument)

9. A sense of security (self-confidence may be another way to say it) brought about by successful experiences in science; experiences that enhance his self-concept.

10. To understand the scientific process of problem solving which involves analyzing, comparing and then drawing conclusions.

11. To understand that change is inevitable.

12. A sequential science program.

13. To learn through failure. (Experimental process)

14. Motivation from involvement of parents in the science program.

15. Equal recognition when he wins or competes in science fairs.

16. Science co-ordinated with club activities whenever possible.

17. To develop responsibility in the field of science: such as taking care of experimental equipment and recognizing the danger of certain chemicals and other tools used in science.

18. To learn to use keys in interpreting diagrams and charts that reveal scientific data.

19. To learn to use experiments to check the validity of inferences based on observation and to seek solutions to problems.

20. To learn to classify and make generalizations from certain observed facts.

21. To develop new concepts by comparing and contrasting like and unlike objects.

22. To be able to observe distinguishing characteristics of living things, and their habits, and the effect the physical environment has on them.

23. To be aware of the importance of such basic natural and man-made plans in nature as balance of nature, conservation, cause of effect, simple machines and their uses, and classification of plants and animals).

24. To develop a recognition of science in his own culture.

Additions to the needs of the Navajo child are as follows:

(a) A multiplicity of materials so that the child can accomplish individual research.

(b) A certain block of time each day to participate in a study of science.

(c) Television reception to correlate teaching of current events in the field of science.

(d) Better communications media such as telephones, radios, newspapers, to disseminate scientific information.

(e) Closed circuit T.V. for using standard equipment audio-visual (video) tapes from a central supply.

SOCIAL STUDIES

The Navajo child needs:

Economics

1. To have a fundamental understanding of the individual and family economic systems of the majority culture. (Including the management of these sytems.)

2. Opportunities that are designed to develop in him an awareness of the value of an education.

3. To become aware of the different kinds of work away from his immediate environment.

4. To understand that man, like other animals, may upset the balance of nature but only he, through practice of conservation, is able to restore the balance.

5. To know and understand the uses of modern conveniences.

6. Vocational counselling at an early age.

7. To develop an awareness of his need to acquire a marketable skill.

8. To understand that work is necessary to exist and succeed.

9. To begin to develop an awareness of how societies become interdependent for economic survival.

10. To develop an understanding of the concept of supply and demand.

Geography

1. To develop an understanding that the economic of production, distribution, and consumption of goods have a geographical orientation.

2. To be able to analyze the society in which he lives and recognize the socio-economic problems, and the benefits and problems from interdependence, industrialization, and commercialization.

3. To begin to understand the interralationships of population with environment, resources, and culture.

4. Opportunities that are designed to develop in him a sense of his geographic relationships with his community, state, and nation, and the world.

History	1.	To be aware of the national, state, and local contributions made by Indians, especially Navajos.
	2.	To become aware of significant historical happenings that influence his life and as a segment of the historical pattern.
	3.	To become aware of national current events and how these shape into historical happenings.
Philosophy	1.	Learn about other people through creativity in art, music, and drama.
	2.	To develop an appreciation of the dignity and worth of man.
	3.	To develop an appreciation for material and non-material possessions.
	4.	To have the capacity for empathy.
	5.	To have loyalties and know that loyalty is not a finite quality.
	6.	To be able to express ideas in a variety of ways.
	7.	To develop an academic curiosity.
	8.	To develop a questioning attitude.
Political Science	1.	To understand the necessity of discipline in all cultures (Rules, regulations and laws).
	2.	To learn the practice of group control by use of the democratic process.
	3.	To begin to acquire some understanding of his rights and duties as an American citizen.
Sociology	1.	To develop multi-ethnic tolerances.
	2.	Assistance in understanding that change is inevitable and need not be a threat and that he can have a part in it.
	3.	To recognize cultural overlappings and relationships.
	4.	To understand and utilize both the Navajo and non-Navajo customs of respect; and, to realize which is apropos in a given situation.

5. To realize the social roles of family members both in Navajo and world cultures; and understand the social rate changes that are taking place.

6. To begin to develop knowledge of how the dominant culture is pluralistic and how his people united to become the culture which influences the American main stream of life.

7. To recognize cultural overlappings and relationships.

8. To be exposed to a wide variety of value systems.

9. To have a sense of participation and commitment in his society.

10. Basic knowledge of the requirements for life's occupations, their qualifications, their demands, their expectations, their requirements, and the opportunities available.

Social Psychology

1. To realize that all people have shortcomings regardless of their native culture; and, that what might be a shortcoming in one value system may not be in another.

2. To understand the necessity and value of sub-groups (police, P.T.A., etc.).

3. To be able to visualize the complexities of human problems.

4. To develop skills and concepts necessary for him to become a self-actuating personality.

5. To develop an awareness of the social rewards of work.

6. Assistance with accepting either the role of leader or follower. (Rule of the majority)

7. An understanding of the role of competition in American society.

8. To be intimately aware of his immediate frame of reference.

9. To understand native and non-native concepts of "fair-mindedness".

10. To understand non-Navajo attitudes as they concern the show of emotions both in groups and individuals.

11. To develop a cooperative attitude. (In a certain sense the Navajo society is a cooperative society).

12. To be faced with more individual responsibility.

13. To have time to be a child.

14. Time to be a Navajo.

15. Knowledge of conduct patterns acceptable to social behavior, expectations in the different areas of his daily experiences.

16. To have maximum involvement of his parents in the total school program.

17. To be placed in directed concrete decision-making situations.

18. Pride in heritage.

19. To develop a self-image acceptable to himself.

20. Assistance with accepting both the role of leader and follower.

21. To begin to know what an Indian is.

22. To develop self-discipline.

23. To know that he is liked by his teacher and other school staff members.

24. To be able to believe he can gain success.

25. To have a sense of participation and commitment in his society.

26. To be able to communicate.

27. Opportunities to extend his oral responses.

28. To begin to develop an awareness of how groups of people communicate.

29. To strengthen communication abilities.

30. To become able to handle controversy.

31. To develop the process of scientific thinking.

NEEDS RELATED TO THE NATURE OF THE LEARNER'S ADULT SOCIETY

Needs expressed by parents and community members:

1. Fluency in English - both spoken and written.
2. Vocational skill.
3. Skill in traditional Navajo crafts.
4. Practical arts - carpentry, mechanics (The boys need to know how to use tools; the girls need to know more about baby care, comparitive buying, nutrition, and sewing).
5. Agricultural training.
6. More programs at the school which would encourage parental and community involvement.
7. More involvement of parents in the classroom and dormitories.
8. Emphasis on Navajo history and culture to be taught by Navajos.
9. An organized physical education program.
10. Respect for parents.
11. Opportunities to participate in curriculum development.
12. Ability to read and write Navajo.
13. Learning of Navajo traditions (taught by a medicine man).
14. Budgeting and quality buying.
15. More acceptable behavior.
16. Music appreciation.
17. Specially trained aides to work with retarded children.
18. Knowledge of clan relationships.

ART CURRICULUM COMMITTEE

SUGGESTED MATERIALS

BOOK LIST

Source: DAVIS PUBLICATIONS, INC.
Publishers of SCHOOL ARTS Magazine
Printers Building
Worcester, Mass. 61608

SELF EXPRESSION IN CLASSROOM ART
Material ... Process ... Idea
by John Lidstone, Art Professor, Queens College

* The concise, lively text gives suggestions - sets the stage - indicates a direction.
* Crisp, sharp photos and captions help students visualize processes - show materials in use - illustrate examples of finished pieces.
* Inexpensive materials familiar to the elementary student give him confidence - stimulate his imagination - help him discover new, original and personalized ways of using materials.

PUPPET MAKING THROUGH THE GRADES
by Grizella H. Hopper, Miami Public Schools

* Here is a book for those who work with young people and for the youngsters themselves. It gives a basic introduction to the fascinating art form of puppetry and provides new and stimulating approaches for the more experienced.

WEAVING WITHOUT A LOOM
by Sarita R. Rainey, Supervisor of Art, Montclair, New Jersey Public Schools

* Here is a book that offers endless opportunity to experience the design potential of weaving, with yarns and fabrics the key ingredients.
* No need for a loom: fingers, cardboard, wire mesh, burlap, paper, materials from nature are just a few of the things your pupils will use in exploring this versatile craft.

EXPLORING FINGER PAINT
by Victoria Bedford Beats, Art Consultant

* Materials & equipment listed at the beginning of each chapter.
* Processes carefully & precisely explained.
* New & imaginative ways of using materials.
* Tested methods of encouraging self-expression.
* Over 200 photographs.

ART ACTIVITIES FOR THE VERY YOUNG
by F. Louie Hoover, Department Head,
Illinois State University

* The book offers 22 creative activities, each in a separate chapter.
* The text, written by an educator, shows you how to evaluate the art work of the very young.

COLLEGE AND CONSTRUCTION IN
ELEMENTARY AND JUNIOR HIGH SCHOOLS
by Lois Lord, Art Department Chairman, N.Y.

* A source of fresh and exciting art activities for teachers to use in helping children express their imaginative ideas.
* Offers material for Grades 1-8 in four subject areas: Wire Sculpture, Constructions--mobiles and stabiles, College and Suggestions for teachers.

DESIGN ACTIVITIES FOR THE ELEMENTARY CLASSROOM
by John Lidstone, Art Professor, Queens College

* Twenty-two creative things to do in the classroom, each presented in a separate units.

ART FROM SCRAP
by Carl Reed, Director or Art,
Rochester Public Schools and
Joseph Orze, Chairman, Art Dept.
Middle Tenn. State College

* A book of materials, methods and ideas for using a wide variety of discarded, inexpensive and readily available items for exciting and creative art activities.

PAPER SCULPTURE (Revised & Enlarged--1965)
by Mary Grace Johnson, Supervisor of Art Education
Newark, New Jersey

* A stimulating book for the classroom and art teacher to help children learn quickly to use paper with skill and originality.

ADDITIONAL TEACHER REFERENCE BOOKS

Peck, Ruth L. and Robert S. Aniello. What Can I Do For An Art Lesson? Parker Publishing Co., Inc., West Nyack, New Jersey, 1966.

Lowenfeld, Victor and W. Lembert Brittain. Creative and Mental Growth, Fourth Edition. The MacMillan Co., New York, 1966.

Longhran, Bernice B. Art Experiences: An Experimental Approach.

MAGAZINE SUBSCRIPTIONS

Instructor
Grade Teacher
School Art
Art Activity

GUIDANCE - PROFESSIONAL LIBRARY

Hill, George E. Management Improvement of Guidance.

Crofts, Appleton Century, New York, 1965. Professional

Guidance: Program Development and Management
Herman Peters

Bruce Shertzor
Charles Merril Books, Inc., Columbus, Ohio, 1966

Professional

Harper & Row Publishers, North, Robert D., Trxler, Arthur E., Techniques of Guidance, New York - London, 1966. Professional, Paraprofessions.

Caldwell, Edison and Mahlen, Clarence, Group Counseling in Secondary Schools, S.R.A., 1961, pp. 78.

Biggle, Morris L. & Harper & Row, Learning Theories for Teachers, 1964, professional.

Mager, Robert F., Fearon Publishers, Inc., Preparing Instructional Objectives, 1962.

Hatch, Raymond N., McNally Rand, Norris, Willa, Zeran, Franklin R., The Information Service in Guidance, 1960.

U. S. Department of Labor, Occupational Outlook Handbook, 1968-69.

U. S. Department of Labor, Occupational Outlook Quarterly.

APGA, Personnel and Guidance Journal.

IN-SERVICE FILMS

Diagnosis and Planning Adjustments in Counseling

Discipline during Adolescence

MAGAZINES (STUDENTS)

1. Humpty Dumpty
2. Children's Highlights
3. Jack & Jill
4. Weekly Reader
5. Boys Life
6. Natiln Observer
7. Newsweek
8. Life
9. Readers Digest
10. Sports Illustrated
11. Seventeen
12. Teen
13. "Classic" Comics
14. Look
15. Life, Weekly
16. Outdoor Life
17. Children's Digest
18. Popular Mechanics
19. Arizona Highways
20. New Mexico Magazine
21. Parent's Magazine

Para-professionals

Child Psychology
Jersild Arthur Child
Englewood Cliffs, N. J.
Prentice-Hall, 1960

The Psychology of Adolesence
The MacMillan Company
Jersild, Arthur T.
1963

Culture & Behavior
Kluckhohn, Clyde, Free Press
1962

AUDIO VISUAL AIDS--Eye Gate, Jamaica, New York

Primary Concepts: Vocabulary Recognition-I, II and III
Why, Where, How and What
Background for Social Studies
Citizenship Safety and Health
Comparisons and Contrasts
What is its use?
Signs, Shapes and Stories
Time and Reality

Alcohol Narcotics and Tobacco: Series of 9 filmstrips

It's Your Future: four filmstrips and two LP records

Studying for Success: 11 filmstrips and records

I Want a Job: Transparencies and Films can be ordered from
U. S. Department of the Interior, B.I.A.
Servicewide Film Library
Field Technical Section
Brigham City, Utah

FILMS

Respect For Property (Elementary & Junior High)
Good Table Manners (Elementary & Jr. High)
Control Your Emotions (Senior High)
A Quarter Million Teenagers (Junior & Senior High)
Listening Skills: An Introduction

SOURCES FOR HEALTH MATERIALS

1. Materials from all State departments of education
2. National Education Association
3. American Association of Health, Physical Education and Recreation
4. Kimberly-Clark
5. American Medical Association
6. A. A. A. (American Athletic Association)
7. Lever Brothers
8. Personal Products
9. Procter and Gamble
10. Science Research Associates
11. American Institute of Family Relations
12. National Health Council
13. Allied Youth
14. Associated Press
15. American Cancer Society
16. Tuberculosis Association
17. Ross Laboratories
18. Bell Telephone Company
19. Walt Disney Studios

RECOMMENDED MATERIALS & TEXTS FOR MUSIC

Instruments: Melodicas
Sound Bells
Rhythm band instruments (including Navajo drums)
Ukeleles
Recorders
Band instruments

Textbooks: The American Book Co. Music Series
The Follett Co. Music Series
(Both series with accompanying records)

Materials Center for each Agency: (Items available from Educational Audio Visual, Inc., Pleasantville, New York 10570)
Library of tapes
Library of records
Classical records with accompanying filmstrips

CRITERIA FOR THE SELECTION OF MUSIC TEXTBOOKS

Music for Young Americans (Berg covers all these points as listed)

AUTHORS

1. Background
2. Training

CONTENT

3. Does the material arouse the child's curiosity and interest?
4. Does it offer, through the developmental approach, a basal program for musical growth?
5. Is the material in each book organized into units of human interests and activities?
6. Does the material offer sufficient:

    a. Melodic experiences
    b. Rhythmic experiences
    c. Experiences with playing instruments
    d. Listening experiences
    e. Dramatic experiences
    f. Creative experiences
    g. Harmonic experiences
    h. Experiences with poetry

7. Do the colored illustrations enhance the spirit of the songs and help to interpret them?
8. Are there biographical sketches of great composers?

SONGS

9. Are they singable?
10. Are the songs within the child's comprehension and interest?
11. Do the songs have good poetry set to good music?
12. Is the rhythm of the music well fitted to the rhythm of the words?
13. Is the reading vocabulary appropriate for each grade level?
14. Are the songs appealing to the degree that they are meaningful and related to the child's experiences?
15. Will these songs be sung OUTSIDE the classroom as well as INSIDE the classroom?
16. Does the selection of songs on the seventh and eighth grade level reveal an understanding of the psychology of the adolescent on the part of the authors?
17. In the introduction of two part harmony is there an ample supply of:

    a. Rounds
    b. Canons
    c. Descants

MUSIC (con't)

d. Chording Songs
e. Barber Shop Harmony Songs
f. Optional Two Part Songs
g. Easy Two Part Songs

18. Are there songs on the eighth grade level where the boys have a chance to sing the melody?

SCIENCE CURRICULUM COMMITTEE

BOOK LIST

It was generally felt, by the committee, that the following texts and materials will offer excellent possibilities as a basis for a sequential and meaningful science program.

The committee has determined that one of the following texts should be selected to be used as a basic text to provide sequence to the science program. The other texts could be used as supplementary materials along with other materials that may add meaning to the total science program.

TEXTS AND MATERIALS

Thinking Adhead in Science, American Book Company

Heath Science Series, D. C. Heath and Company

The Basic Science Program, Scott, Foresman and Company

Concepts in Science, Harcourt, Brace and World, Inc.

SOCIAL STUDIES

SUGGESTED LIST OF MATERIALS

ENTIRE PROGRAM

1.
1. Dr. Condie's Navajo Social Studies Program; grades K - 12
2. L.E.I.R. Dr. Van Allen

PRE-PRIMARY

1. S.R.A. Beginning Thinking (Teaching thinking)
2. S.R.A. Distar Program (For pre-primary)
3. Follect - Social Studies Program for Primary grades

SOCIAL STUDIES (con't)

PRIMARY

1. Our Working World; S.R.A. Social Studies Program
2. Harcourt, Brace and World Press
3. Follet - Social Studies Program for the Primary Grades

UPPER-PRIMARY

1. S.R.A. Listening Skills Program
2. S.R.A. Organizing and Reporting Skills
3. S.R.A. Map and Globe Kit
4. Charles E. Merrill, Who,When, and Where Series
5. Eye Gate Film Strips

INTERMEDIATE

1. Exploring a Changing World -Globe
2. Exploring American History - Globe
3. Follet - Impact Series
4. B.I.A. Publishers - Haskell Institute